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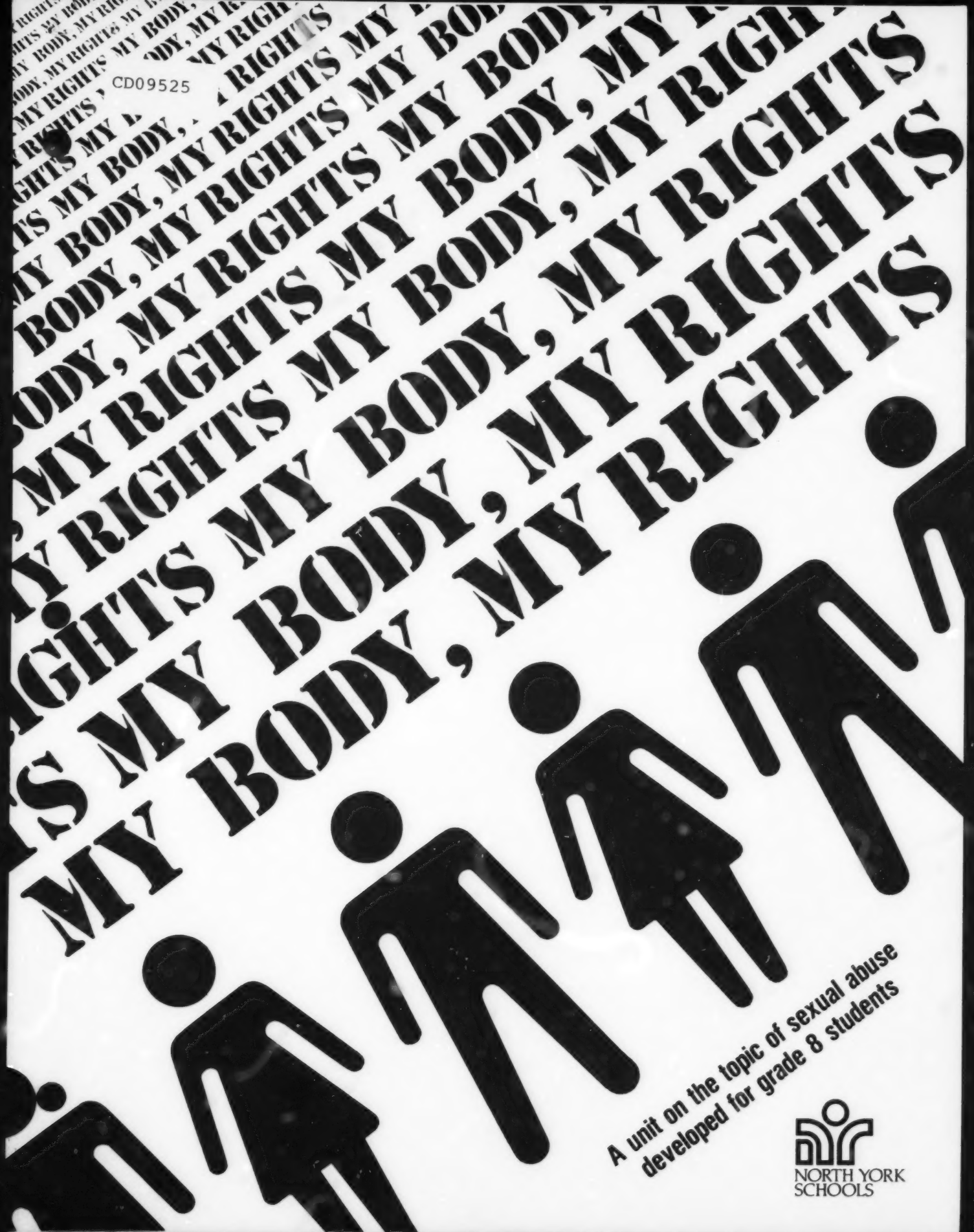

MY BODY, MY RIGHTS

A unit on the topic of sexual abuse developed for grade 8 students

NORTH YORK SCHOOLS

92-06786/

Acknowledgements

The Curriculum and Staff Development Services Department expresses its sincere gratitude to all the teachers who contributed their time and suggestions to the writing committee.

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Field Testing:

The developers of this unit of study appreciate the co-operation of the teachers and students who field tested the unit in their schools in North York.

Every effort has been made to obtain copyright permission of excerpts used in this document. Enquiries should be directed to the Superintendent of Curriculum and Staff Development Services, North York Board of Education.

A Note To The Implementers of the Unit

My Body, My Rights

Because of the sensitive nature of the topic "Sexual Abuse", implementers of **My Body, My Rights** require a specific type of training that would ensure its appropriate delivery.

In the North York Board of Education, it is **mandatory** that staff participate in several training sessions, conducted by experts in the field of Preventive Education, before they teach **My Body, My Rights**. Such training highlights the sensitivity, knowledge and skills that are integral to the unit having a positive impact upon the students.

It is **strongly recommended** that educators from other School Boards that intend to use **My Body, My Rights**, provide professional training for staff to adequately prepare them to deliver the unit.

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Remarks from Roy Hardie, Superintendent of Curriculum and Staff Development Services

Over the past five years, the North York Board of Education has been developing, implementing and reviewing its Preventive Education program because of the current widespread concern about the sexual abuse of children.

The unit, **My Body, My Rights,** as a significant part of this program, emphasizes that effective prevention strategies depend upon changing attitudes towards violence, abuse of power, children, women, sex-role stereotyping and sexuality.

The need to address the issue of sexual abuse of children sensitively has provided teachers with opportunities to continue to develop effective programs. These programs encourage students to develop positive self concepts, to become more independent, more capable and more aware of the root causes of sexual abuse.

R. J. Hardie
Superintendent
Curriculum and Staff Development Services
August 1987

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Secretary-Treasurer

MY BODY - MY RIGHTS

a unit of study on the topic of sexual abuse
developed for Grade 8 students

RATIONALE:

The educational response to the problem:

Society's recent recognition of the incidence and seriousness of child sexual abuse has encouraged many educators to examine the implications on behalf of their students. The impact of sexual abuse on students' physical, emotional, intellectual and social well being and growth is of deep concern to educators, whether the student role is that of victim or of offender. Such concern led to the development of **My Body, My Rights,** a unit on the topic of sexual abuse designed for grade 8 students in North York.

My Body, My Rights is part of the Intermediate Division Curriculum developed by Curriculum and Staff Development Services and the Administrative Branch For Security for the Board of Education for the City of North York.

GOALS:

This unit of study reflects the following goals of the Ontario Ministry of Education (O.S.I.S. 1984) by helping each student to:

- develop physical fitness and good health
- develop a feeling of self-worth
- develop an understanding of the role of the individual within the family and the role of the family within society
- acquire skills that contribute to self reliance in solving practical problems in everyday life
- develop values related to personal, ethical or religious beliefs and to the common welfare of society

I. INTRODUCTION

What is Sexual Abuse?

....."affection and concern for children are essential to a child's healthy emotional development. Physical touching and contact between adult and child is a necessary part of the communication of that affection and concern. When that physical contact becomes overt sexual behaviour between adult and child and is a means of sexual arousal and satisfaction to the adult . . . . then sexual abuse of a child occurs, which may not be physically damaging to the child but is emotionally detrimental to the child's self-esteem and her (or) his attitudes concerning personal behaviour and other persons." [1]

"Terms commonly used to refer to the sexual abuse of children are child molestation, child abuse and sexual assault. They all can mean the same thing. The acts that these terms encompass range from activities such as the abuser exposing his genitals to the child, to fondling or kissing the child, to intercourse.

While the terms sexual assault or sexual abuse might imply physical violence, the majority of cases do not involve physical violence. However, this does not mean that long-lasting harm will not be incurred. The potential psychological harm a child receives as a result of sexual abuse can be even more damaging than physical injuries.

In the sexual abuse of a child, there appears to be a progression from less intimate types of activities, such as exposure and self-masturbation, to more intimate activities, such as touching and some form of penetration. The age of the victim and the length of time the abuse has been going on affect the type of sexual activity between the child and the offender. Not all cases of sexual abuse progress to penetration. Even when penetration is not part of the abuse, however, it still may be a traumatic situation for a child.

More than one child may be abused at a time and they may be forced to perform one or more of these acts upon each other as the abuser watches. Similarly, there may be more than one abuser in any given situation." [2]

[1] Besharov, Douglas. Child Abuse and Neglect Law: A Canadian Perspective, page 92.

[2] Sexual Abuse, Metropolitan Toronto Police. Toronto, 1983. p.4

Child sexual abuse is an offence defined under the Criminal Code of Canada by the following provisions:

- section 146 (1) of the Code prohibits sexual intercourse with a female person under 14 years of age;
- section 146 (2) of the Code prohibits sexual intercourse with a female person who is 14 years of age or more and is under the age of 16 years;
- section 151 prohibits the seduction of a female person between 16 and 18 years of age;
- section 153 prohibits sexual intercourse with a step-daughter, foster daughter or female ward;
- section 166 prohibits the parent or guardian of a female person to have illicit sexual intercourse with her, or to receive the profit gained by forcing the female person into any illicit activity.

Section 150 of the Code deals with incest:

1. Every one commits incest who, knowing that another person is by blood relationship his or her parent, child, brother, sister, grandparent or grandchild, as the case may be, has sexual intercourse with that person.

2. Every one who commits incest is guilty of an indictable offence and is liable to imprisonment for fourteen years.

3. Where a female person is convicted of an offence under this section and the court is satisfied that she committed the offence by reason only that she was under restraint, duress or fear of the person with whom she had the sexual intercourse, the court is not required to impose any punishment upon her.

4. In this section, "brother" and "sister", respectively, include half-brother and half-sister.

As well the Child and Family Services Act 1984 provides protection for victims of sexual abuse under the age of 16.

75. (1) In this section, "abuse" means a state or condition of being physically harmed, sexually molested or sexually exploited.

(2) No person having charge of a child shall

a) inflict abuse on the child; or

b) by failing to care and provide for or supervise and protect the child adequately,

i) permit the child to suffer abuse, or

ii) permit the child to suffer from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development.

Statistics:

Statistics* related to child sexual abuse acknowledge its prevalence in our society:

- one in four females and one in ten males are sexually abused by the age of 18
- 85% of these incidents are by someone the person knows
- of these incidents, 50% are by the person's natural or substitute father
- at some time during their lives, about one in two females and one in three males have been victims of one or more unwanted sexual acts. These acts include: being exposed to; being sexually threatened; being touched on a sexual part of the body; and attempts to assault or being sexually assaulted
- about four in five of these unwanted sexual acts had been first committed against these persons when they were children or youths
- almost all offenders are males: one in 100 is female

The sexual abuse of children is a violation of trust and, as such, constitutes an act of violence against children.

* In developing **My Body, My Rights** the authors have referred to the following sources regarding statistics on sexual abuse:

- Metro Chairman's Special Committee on Child Sexual Abuse
- Report of the Committee on Sexual Offences Against Children and Youths in Canada - Robin Badgley 1984.

Sex Role Stereotyping:

Sex role stereotyping narrowly defines roles for males and females in our society. These role constraints deny the wide range of human potential. They also set up different behaviour expectations for males and females.

The following examples of socialization of males and females further impact on sexual abuse:

- males are stereotyped into a role of sexual aggression and dominance
- females are stereotyped into accepting the role of sex object and view their own sexual pleasure and needs as secondary to that of males
- females are encouraged to get attention and affection by flirting
- females are pressured to enter the world of love and romance at an early age
- females learn to distinguish between sexual and nonsexual forms of affection
- females are encouraged to be fragile and frail, dependent upon male strength
- responsibility for what happens sexually is given to females; males are stereotyped to have uncontrollable sexual urges
- males and females hold a belief in the rape myths that females get pleasure from being raped and "ask for it", and that "No" means "Yes"
- males focus their sexual interest around sexual acts isolated from the context of a relationship
- males see as their appropriate sexual partners persons who are younger and smaller than they are
- masculine violence is glorified and boys are taught to regard strength and physical force as the finest expression of their nature

II. **AIMS:**

The aims of this unit of study are to:

- develop awareness of child sexual abuse
- break the cycle of child sexual abuse
- empower children with concepts of their personal rights and responsibilities regarding sexual abuse.

This unit provides an interdisciplinary approach and incorporates aims from the following Ministry documents for the Intermediate Division:

- Family Studies
- Guidance
- Language Across the Curriculum
- Physical and Health Education

III. **GENERAL OBJECTIVES:**

This unit of study will provide learning opportunities for students to:

- develop an understanding of individual rights and responsibilities regarding sexual harassment and sexual abuse including:
  - definitions
  - statistics
  - the law
  - sources of help
- acquire strategies for dealing with situations involving sexual aggression including:
  - assertiveness techniques
  - pro-active strategies to reduce the risk of sexual abuse
  - procedures to follow after sexual abuse has occurred
- foster attitudes that:
  - victims have the right to do something about an uncomfortable situation because "It is my body and therefore my right"
  - victims of sexual abuse are not guilty of, or responsible for, the sexual perversion of others
  - victims of sexual abuse are not alone
  - there is often something you can do, but sometimes there is nothing you can do
- experience the concepts involved in sexual abuse through the use of various techniques, e.g. case studies, role play, guided imagery, student assignments

IV. **UNIT DESIGN:**

My Body, My Rights has been developed based on the 4MAT Model for curriculum delivery. Knowledge of the 4MAT Model is desirable but not necessary to use this unit.

For those teachers familiar with 4MAT, this unit has been designed as a complete learning cycle (see diagram on page 11). It is intended that all the students will experience the quadrant one activities, then move between quadrant two and three as each of the major concepts is introduced, practised and applied. In quadrant four the students will synthesize the concepts and discover the personal relevance the unit has for them.

It is recommended that this sequence be maintained but not everything needs to be included. The allocation of time and the amount of material covered is up to the individual teacher.

By using an "Active Learning" approach throughout the unit, students are encouraged to become involved through experience, interaction, reflection and communication. The resulting internalization of concepts, skills and attitudes will assist students to better understand themselves, others and the environment.

The organization and approaches of the unit are based on the concept that language and learning are inseparable. The activities encourage teachers to use a variety of methods throughout the unit, thereby stimulating the students to explore, expand, create, act and react in a variety of language modes.

V. **RESOURCES:**

The activities in this unit require a variety of resources:

- kit provided during training,
- films, *
- booklets,
- magazine articles,
- newspaper clippings,
- police officers *

Suggestions for supplementary reading or viewing are available from the Consultant, Equity in the Curriculum, the Women's Studies Resource Centre of the Minkler Library, or Resource Services.

* **N.B.** Arrangements for films and police presentations should be made well in advance.

Quadrant 4

The students will present and share their work to appropriate groups

Quadrant 1

Present an example of an actual assault incident (Jenny Isford Case)

- Newspaper article
- Radio tape
- Film
- Reading

IF

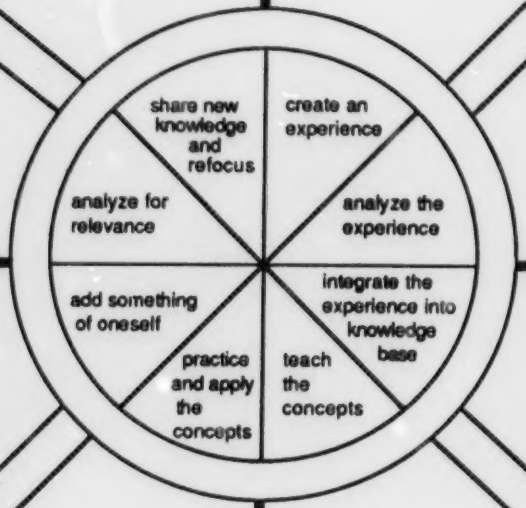
From a list of possible activities, the students individually or in small groups will explore any aspect of the unit that has significance and relevance for them.

WHY

<u>Journal Writing</u>

Have students reflect individually on their feelings about the incident

In small groups, share feelings then collect and post major issues


share new knowledge and refocus
create an experience
analyze for relevance
analyze the experience
add something of oneself
integrate the experience into knowledge base
practice and apply the concepts
teach the concepts

The students will begin to develop problems of their own design from their own experiences and knowledge

A series of activities designed to build on students knowledge and experience which will focus on the concepts to be defined

HOW

WHAT

A range of designed activities in which the students will practise the concepts and skills presented, e.g.

Role playing
Simulations
Case Study

<u>Present the concepts</u>

Clarification and Definition
Sexual harassment
Sexual abuse
Assertiveness Skills
Sources of help
The Law and the role of the police

Quadrant 3

Quadrant 2

VI. EVALUATION:

Evaluation includes assessing both program and student progress. The following methods are suggested:

Student Evaluation

Teacher evaluated:

- Major assignment
- Factual tests (may be given as a short review/introduction daily and/or at the end as a summative evaluation)
- Minor assignments
  e.g. - newspaper/magazine article
  - case study
- Daily participation

Student evaluated:

- Self-evaluation of participation as noted daily in the journal
- Self-evaluation of overall participation
- Peer evaluation of assignment

Program evaluation

- Written evaluation given by students
- Daily observation by teacher of class participation and journal writings
- Test and assignment results
- Attitude questionnaire - pre and post course results

VII. SUGGESTED ONGOING STRATEGIES FOR THE UNIT OF STUDY:

i) Class Organization: The developers strongly recommend a co-ed organization of this unit of study.

ii) Pre and Post Unit Questionnaire: (Appendix 1)

Objective: To assess present attitudes and values regarding sexual abuse and to note if there is a change as a result of the program.

Activity:

Pre unit: Distribute a questionnaire (see appendix for questionnaire and instructions) some time before (i.e. a week) the course begins. Collect and file the answers.

Post unit: Do the same questionnaire. Allow the students to compare their answers and discuss differences. Collect pre and post unit questionnaires (2 questionnaires together but without the student's name - this may be used for program evaluation but not student evaluation).

iii) Journal Writing (Appendix 2)

Objective: To provide an opportunity for the student to reflect on the lesson.

Activity: At the end of each lesson or throughout the unit as appropriate, the students are given 5-10 minutes to reflect on:

- what they learned
- how they felt
- questions they have
- comments they would like to make

Students write and hand in their reflections on the lesson (see sample in the appendix).
Teacher may comment but does **not** grade.

iv) Question to be asked throughout the unit:

Objective: To reinforce the concept "My Body, My Rights"

Activity: Throughout the unit the students are asked:
"Why do you have a right to do something about an uncomfortable situation?"

Expected answer:
"It's My Body and therefore My Right".

UNIT OF STUDY

Introduction:

Jenny Isford, who was a cheerleader at Earl Haig Secondary School, was raped and murdered in 1982. This shocking incident initiated the development of the Preventive Education programs in North York.

The story (see appendix 3) can be used as a basis for the following activities (or teachers may choose a more relevant example).

Objective: The student will gain an understanding of and appreciation for, the need to study the topic(s) of this unit.

Activities: a) Students listen to a tape of the Jenny Isford story (refer to the newspaper article in appendix 3). They are asked to imagine that Jenny is a fellow student.

b) Students are asked to reflect on the following questions:
"How would you feel if Jenny Isford were your sister or best friend?"
"What would you want to do?"

c) Students are asked to consider the stereotyping of cheerleaders.

Activities: Students will be asked to express feelings, comments and questions that arise from their reflection on the story.

Activities: a) Journal Writing.
- students write and hand in their reflections (feelings, comments, questions) for the teacher to read later and comment on but **not** grade.

b) Students identify a number of concerns which will be used by the teacher in follow-up lessons.

Presentation of Concept 1:

Sensitizing students to the topic of sexual abuse.

1.1 Objective: The students will:

i) reflect on the reasons for this program being conducted
ii) discuss why such a program is important or necessary
iii) share their understanding of the term "sexual abuse".

Activity: a) Students are asked to focus on a poster depicting the concept of child sexual abuse and to write an appropriate caption.

b) Class discussion focusing on their ideas of:

i) reasons for the program being conducted
ii) the importance/necessity of such a program
iii) the definition of sexual abuse (begin to develop ideas as to what it is).

1.2 Objective: The students will:

i) engage in exercises to become aware of their personal attitude and feelings about their personal space/comfort zone. (These may be positive and negative.)
ii) develop a definition of sexual harassment
iii) identify situations involving sexual harassment and develop strategies to handle them

Activity: a) Personal Space Exercises

Two people, one moving towards the other, first side-by-side, then facing,

- may be done as a demonstration with the teacher and a student or with the whole class participating in a partner exercise.

- Discuss:
  1. How did you feel as the other person moved closer?
  2. Why do you think you felt this way?

b) Demonstrations of physical contact
   - may be done with two students role-playing the situation or by a visualization exercise for the whole class

     1. On a date, sit side-by-side and put arm around your date
     2. On the subway (strangers) one person stands beside the other and puts a hand on the other's buttocks (it is suggested that 2 boys may be used in this situation).

   - Discuss:

     1. How did you feel?
     2. How could you communicate your feelings?
     3. How could you deal with the situation?

c) Theory
   i) Provide definition of sexual harassment:
      "Any sexually oriented conduct or innuendo, whether verbal or physical, which causes discomfort, undermines performance on the job, or threatens the economic livelihood or status of an individual."

   ii) Present North York Sexual Harassment Policy:
      "All employees and students must be allowed to work in an environment that is free from persistent, unsolicited and unwelcome sexual harassment. This includes verbal, visual or physical conduct."

   iii) Inform students:
      - that there is a contact teacher in the school to whom complaints can be taken
      - that they have a right to say "NO" to unwelcome verbal, visual and physical conduct
      - that they have a responsibility to respect the rights of others who say "NO" to verbal, visual and physical conduct.

Application of Concept I:

1.3 Objective: The students will be able to recognize examples of verbal, visual and physical sexual assault. Students will identify strategies for communicating feelings and for dealing with the range of sexual assault.

Activity: Personal demonstrations and practice in dealing with verbal, visual or physical conduct in sexual harassment through exercises may be done in groups of 4 (2 role-playing, 2 observing) or by a visualization exercise for the whole class

- Discuss the effectiveness of handling the situation.

1.4 Objective: The students will identify and discuss personal situations of sexual harassment.

Activity: Discussion in small groups

- Using the definition of sexual harassment, think of a situation in which you have or could have been involved and discuss strategies for handling it.

Presentation of Concept 2:

Establishing the definition of Sexual Abuse

2.1 Objective: The student will explore the term sexual abuse

Activity: Choose one of the following:

I. Film MP 5695 The Date
MP 5697 The Party Game

MP 5695 - The Date (6 minutes)
Dramatizes the occurrence of sexual assault between teenage acquaintances through an episode involving a teenage girl and her date. Points out various factors which contribute to the date's sexual assault, and emphasizes the need for young people to understand their own sexual values and those of others.

MP 5697 - The Party Game (8 minutes)
Dramatizes the occurrence of sexual assault between teenage acquaintances through an episode involving a teenage girl and the intimate advances of her dancing partner. Points out various factors which contribute to the dancing partner's sexual assault, and emphasizes the need for young people to understand their own sexual values and those of others.

Note the following comments by Catherine Stewart as quoted from "Child Sexual Abuse - Resource Materials for Preventive Education", published by: The Metropolitan Toronto Special Committee on Child Abuse, July 1986.

Acquaintance Rape Prevention Series: "The Party Game", "The Date", "Just One of the Boys", "End of the Road" (1978) *

This is a series of films for adolescents exploring four possible situations that involve sexual coercion. The films are short and designed to precipitate discussion. (They come with a complete set of guides.) Each demonstrates the difficulties that arise when there is unclear communication, stereotyping, peer pressure and conflicting expectations. The films accurately portray coercive situations. Only the last one ("End of the Road"), however, shows a girl successfully asserting herself and therefore avoiding a rape. So the films are not strong from an "empowering" point of view. Nor is there any modelling of positive dating behaviour. The films are therefore very dependent on skillfully led follow-up discussion but could be very useful as long as such discussion is ensured.

MTI Teleprograms, Inc.: 108 Wilmot Road, Deerfield, IL 60015. (312) 940-1260.

OR

2. Case Study - see Appendix 4
   - "Date Rape"

Discuss:

- rights and responsibilities of the individuals
- responsible behaviour - respecting the rights of others
- girls' perceptions/boys' perceptions
- reasons for misunderstanding each other's thinking
- how to communicate honest feelings and beliefs
- strategies for handling situation

2.2 Objective: The students will:

i) develop a definition of sexual abuse
ii) study and react to statistics associated with sexual abuse

Activities:

1. Formulate a definition of sexual abuse
2. Discuss statistics

Refer to Introduction section of this unit.

In establishing a definition of sexual abuse with the students, the following points should be included:

- misuse of power of one individual over another in a sexual way
- sexual activity without active mutual consent
- a range of activities from exposure to penetration

Application of Concept 2:

2.3 Objective: The students will apply the definition of sexual abuse to other situations

Activities:

1. Discussion in groups of four
2. Read other case studies involving sexual abuse and apply the definition of sexual abuse which the class has developed.
3. In the discussion of why these are, or are not, offences
   - discuss:
     a) rights and responsibilities of the individuals

2. Find an article
   - using newspapers or magazines, collect articles describing sexual harassment or sexual abuse cases
     * (This may be done as a homework assignment.)

2.4 Objective: The students will apply the definition of sexual abuse to a personal situation (real or imagined).

Activity: Case Study (to be collected for use in Concept 3)

- each student will write a situation involving sexual harassment or sexual abuse in which they could be involved, using the appropriate vocabulary
- suggestions for dealing with the situation before, during or after, are to be included
  * (This may be done as a homework assignment.)

* Homework assignments need not be signed or graded, but could form a portion of a student's participation evaluation.

Concept 3:

Examining roles of victim and offender in sexual aggression.

3.1 Objective: The student will analyze and evaluate strategies for handling sexual harassment/abuse situations

Activity: Students write case studies:

- collect the case study in two separate groups (male and female)
- read a couple from each group and process
  i) rights and responsibilities of individuals
  ii) strategies suggested and alternatives.

3.2 Objective: The student will explore the concept of victim and offender

Activity: Label victim and offender

- discuss the 2 people involved in each situation and label them 'victim' and 'offender'
- note that we most often look at the situation from the perspective of the victim
- discuss what influences could have been responsible for making the offender even think of committing such an act (e.g. media, pornography, personal experience of sexual abuse)

Application of Concept 3:

3.4 Objective: The student will investigate examples of sexual aggression in male/female relationships in society today as portrayed in the media.

Activity: Media Search

- students identify examples of sexual aggression
  e.g. film - TV programs, movies, rock videos
  printed material - advertisements, pornography, sensational news coverage.

Concept 4: **Examining Media Influence**

4.1 Objective: The student will explore the myths that are perpetrated as a result of sexual aggression in the media

Activity: Class discussion of media

- myths regarding sex roles are planted in the mind of the viewer
  (see Introduction: Sex Role Stereotyping, page 5)

Concept 5: **Communicating Assertively**

5.1 Objectives: The students will identify assertive communication strategies

Activity: Film - End of the Road

MP 5694 - End of the Road (10 minutes)
Dramatizes the occurrence of sexual assault between teenage acquaintances through an episode involving a teenage girl who accepts ride offered by an acquaintance after her car breaks down. Points out various factors which contribute to the driver's sexual assault, and emphasizes the need for young people to understand their own sexual values and those of others.

Discuss:

- Communication between the sexes (difference between what was intended and what was perceived)
- How the potential victim handled the situation
- Assertive communication she demonstrated to emphasize her personal rights
- Regardless of what you do, sometimes you cannot prevent the assault

5.2 Objective: The student will be able to describe practical assertiveness techniques.

Activity: Class discussion

- draw up a list of practical assertiveness techniques that teens can make use of to exercise their rights and enforce limits.

Application of Concepts:

5.3 Objective: The student will practise assertive communication.

Activity: Role Play

- students in pairs repeat the situation in the car where the male partner is becoming sexually aggressive
- replay with roles reversed

5.4 Objective: The student will apply assertive communication in a case study involving sexual aggression

Activity: Case Studies

i) students in pairs make up a case study involving sexual aggression and role play using assertive communication

OR ii) student writes a case study involving sexual aggression and includes what assertive communication the potential victim used

Note: Regardless of what you do, sometimes you cannot prevent the assault.

Concept 6: **Intensifying Awareness**

6.1 Objective: The students will increase their awareness of sexual harassment or abuse in the Toronto and North York areas

Activity:

1. Articles from newspapers/magazines: Either in small groups or as a class, students share articles they have collected and note what action was/will be taken for the victim and offender

2. The police will share case studies involving both male and female victims that have occurred in North York, including the role of the police

6.2 Objective: The students will examine the law governing sexual abuse and the role of the police

Activity: Presentation of the law
The police present the law - Criminal Code of Canada and Child and Family Services Act, including background as to why we have laws governing sexual abuse:

- all persons have the right to control their own bodies
- men and women have a right to equal treatment
- sexual offenses are assaults and should be treated as any other crime
- victims of sexual offenses should be helped by the legal system

Concept 7: **Managing The Situation**

7.1 Objective: The students will identify the various types of sexual offenses and common sense strategies that can be practised by all

Activity:

1. Film - Better Safe Than Sorry - 3 *

   MP 4137 - Better Safe Than Sorry - 3 (19 min.)

   Teaches teenage girls and boys how to handle potential and actual sexual assault situations. Pictures typical cases of date rape, incest and pedophilia.

   - discuss situations portrayed in the film as well as other case studies and how to handle them
   - discuss the law and what occurs when a disclosure is made

Note: This is a good film depicting cases of adolescent sexual abuse but there are some flaws that need to be addressed by the teacher:

- traditional sex roles placing the responsibility for setting sexual limits on a date on the girl;
- stereotype that children from broken homes are particularly vulnerable to sexual molestation;
- racial stereotype that black children come from broken homes;
- incest as a result of poor impulse control and a weak mother;
- abuse by female perpetrators being as common as abuse by males when statistics have shown that between 90 - 99% of offenders are male;
- none of the sequences appearing to be resolved and therefore the film does little to empower its viewers.

2. Common Sense Strategies
   Discuss various strategies that can be practised.
   Refer to materials prepared by Metropolitan Toronto Police, e.g. Sexual Abuse; Sexual Assault; 'Sexual Assault : The New Law'; 'Neighbourhood Watch : Delivery and Service Guide for Metropolitan Toronto'.

3. Question and Answer Period
   - students have an opportunity to clarify matters involving sexual abuse by asking questions of the police officers.

* The entire section on **"Acquaintance Rape"** and **"Better Safe Than Sorry - 3"** was taken from the document Child Sexual Abuse Resource Materials for Preventive Education and used with permission from The Metropolitan Toronto Special Committee on Child Abuse.

Application of Concept 7:

7.2 Objective: The students will review material covered in the police presentation including the topic incest, to broaden their understanding of sexual abuse

Activity: Sharing of learnings

- students will write three things that they learned from the police presentation and share these in a small group or in a class discussion
- statistics of sexual abuse, including the occurrence of incest to both males and females, should be noted

7.3 Objective: The students will explore further case studies including incest and strategies for handling the situations

Activity: Sexual abuse case studies:

Female victims - Your Body, Your Rights (Appendix 5)
Male victims - Male Victims of Sexual Abuse (Appendix 6)

i) Read and discuss case studies noting:

- there is a broad spectrum of emotions and feelings at work (good touch/bad touch)
- sexual abuse happens in all kinds of socio-economic situations
- it is <u>not</u> the victim's fault
- the victim should <u>not</u> be blamed or feel guilty

ii) Read and discuss suggestions of how to stop sexual abuse noting:

- what could have been done to possibly prevent the situation?
- how can you get out of a situation?
- where do you go for help?

with special emphasis on:

- he/she is not alone
- something can be done about it
- it is never the victim's fault.

7.4 Objective: The student will demonstrate an application of strategies for handling sexual abuse situations

Activity: "Dear Friend" letter and reply

- each student will write a letter as if from a friend who is involved in a sexual abuse situation (describing the situation and asking for help)
- the student will then write a reply giving specific advice as to what the friend can do and where he/she can go for help

Extension:

Objective: The students will demonstrate their understanding of the concepts of sexual abuse covered in this unit

Activity: Assignment:

Choose one of the following and demonstrate your understanding of the concepts of sexual abuse covered in this unit:

1. Design a poster
2. Write a song
3. Express in a dance
4. Prepare and perform a skit
5. Write a letter to the editor
6. Prepare a survey and administer to students who took this course last year to determine the effectiveness of this course
7. Create a board game
8. Write and record a radio commercial
9. Write a short story
10. Student's own choice (in consultation with the teacher)

Note: This assignment may be given out earlier in the unit.

Objective: The students will share their assignments

Activity: Presentations.
Students will be given the opportunity to share their assignments with the class, with a small group, or with the teacher.

Administer Post Unit Questionnaire

APPENDICES

1. Student Questionnaire
2. Journals
3. Jenny Isford
4. Date Rape Scenario
5. Your Body, Your Rights
6. Male Victims of Sexual Abuse
7. Affirming 'My Body, My Rights" to students
8. Policy and Procedures Re Child Abuse
9. Bibliography

Appendix 1.1

Student # _____

Male ___ Female ___

Pre ___ Post ____

STUDENT QUESTIONNAIRE

Place a check mark (√) on the scale following each statement, indicating the extent to which you agree or disagree.

e.g. School is fun

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

Student Number:

1. Only certain individuals can get raped.

strongly **disagree**	1	2	3	4	5	6	7	strongly **agree**

2. Teenagers who get raped while hitchhiking get what they deserve.

strongly **disagree**	1	2	3	4	5	6	7	strongly **agree**

3. Many girls who report rape are lying because they are angry and want to get back at the boy they accuse.

strongly **disagree**	1	2	3	4	5	6	7	strongly **agree**

4. If a girl gets drunk at a party, it's O.K. for a boy to take advantage of her and have sexual intercourse with her.

strongly **disagree**	1	2	3	4	5	6	7	strongly **agree**

5. If a girl engages in necking and petting (touching each other) with a boy, it is her own fault if her partner forces sexual intercourse on her.

strongly **disagree**	1	2	3	4	5	6	7	strongly **agree**

6. In the majority of rape cases, the victim has a reputation for being loose or easy.

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

7. Many reported rapes are merely invented by girls who found out they were pregnant and want to protect their own reputation?

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

8. When girls go around without a bra or wearing tight pants, they are just asking for trouble.

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

9. If a girl goes to the home of a boy knowing that they will be alone, it means she is willing to have sex.

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

10. Some teenagers cry rape just so that they will be noticed.

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

11. Sometimes the only way a boy can get a girl turned on is to use force.

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

12. Many times a girl will pretend she doesn't want to have sexual intercourse because she doesn't want to seem loose, but she's really hoping the boy will force her.

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

13. Many girls/boys let themselves get into a situation where they might be raped.

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

14. Any girl/boy can keep from being raped if she/he really wants to.

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

15. Being 'roughed up' gets many girls turned on.

strongly **disagree**	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	strongly **agree**

Sample 1:

Journal of Julia B.

Day 1	I think the class today was very straightforward. I enjoyed it and the main thing was I learned that it's my body and rights. It was worthwhile talking. I liked the fact that we got our say and you got yours, on how to approach these problems and how to prevent them.
(Teacher response)	It's good to work together to try to find solutions. Thanks for your active participation, Julia.
Day 2	I think the course today was good. The fact that we learned how to defend ourself and how to take notice that these things might happen. I learned where to go for help and the way to protect myself at home.
(Teacher response)	I hope you can now put this knowledge into practice, Julia.
Day 3	Even though it was a little embarrassing acting out the roles, I think I understand how I can deal with the problem if it ever happens to me. The role playing was really good. I feel better about sexual assault - how I can prevent it, what I can do to help myself and to whom I can turn for help. If the rest of the grade 8's in North York get this course, they are very lucky because it taught me a lot in just 150 minutes.
(Teacher response)	Thanks very much, Julia, for the positive reinforcement - we were both winners in this course.

Sample 2:

Journal of Barb L.

Day 1	I think that today's lesson was excellent. The movie on sexual assault was a good way to show us how it really is to be in this kind of position. I think there should be a lesson on how to prevent sexual assault from happening.
(Teacher response)	Barb, I'm glad you can see that this is real - and yes, suggestions for prevention will be presented - next class.
Day 2	Today's lesson was great. I really enjoyed the two policemen. The movie and the tips on what to do were very helpful. The idea of the handouts was also very good.
(Teacher response)	Barb, I hope you now share the information with your friends and family so it can help protect others as well as you.
Day 3	It's good to discuss how to avoid being sexually assaulted and out of the discussions, other people's ideas may help me in a situation. It's great.
(Teacher response)	It's great that you are getting so much out of this course for you!

Cops appeal to Jenny's killer

IF NOTHING can bring Jenny Isford back. But whoever killed her can prevent another murder . . . by turning himself in.

MAX HAINES

The police are stymied. Leads are still being investigated, but there is no prime suspect.

Jenny Isford is gone — manually strangled to death on a lawn only a few doors from her own home.

It has been eight months. The details are well known:

Jenny attended an Argo cheerleaders rehearsal on the evening of Thursday, May 28, 1982. Later she relaxed with friends at Tramps, a bar located in the west end of the city.

About 12:30 a.m. a girlfriend drove her to the Bloor-Yonge subway station. Jenny took the subway to the Sheppard Ave. station, where she boarded a bus. She got off the bus at Bayview Ave., just around the corner from her home on Blithfield Ave.

Jenny was attacked, raped and killed on the lawn of the second house on Blithfield.

I paced off the time it takes to walk from the bus stop to the scene of the attack. It took me exactly one minute. Had Jenny not been interfered with, she would have been in the safety of her own home in another 30 seconds.

What happened during that minute?

Nineteen-year-old Jenny, blonde attractive Jenny, a twinkle in her eyes, trim figure, 100 lbs. on a 5-foot-2¼-inch frame. An Ontario Scholar when she graduated from Earl Haig Collegiate.

For six months she worked at His Majesty's Feast in the Beverly Hills Motor Hotel. It was good experience for an aspiring entertainer, and fun too. True enough, Jenny had to wait on tables, but she did get a chance to strut her stuff on stage.

This was Jenny Isford, the girl whose life ended on lawn in a respectable residential area of Toronto.

One man knows what happened, for he encountered Jenny that night one minute after she got off the bus. It was raining and had been for some time.

It has been reported that the driver of Bus No. 8450 that night saw a man get off his bus. When last seen the man was walking away from Jenny.

Staff Sgt. Bob Strathdee, who has been in charge of the investigation since Jenny's body was found, says, "Of course I can't be certain, but we do not feel this man is the perpetrator of the crime. We want him to come forward to help us in our investigation."

All such pleas have proven unsuccessful. The man on the bus that night remains unknown.

Strathdee has not only worked on the Isford murder for eight months, he has lived and breathed the case. He sympathizes with Hazel and George Isford, the parents of the bright, beautiful girl who dreamed of one day becoming a film actress.

Strathdee has guided Jenny's parents through avenues no parents should have to experience. It is a painful scenario, even for a career policeman with over 21 years service on the force.

Drawing on that experience, Strathdee, while quick to point out that he may be far off base, has his own theories. He feels "No vagrant or transient killed Jenny Isford, nor was the crime premeditated. You could lay in wait for weeks on that street at 1:30 in the morning without seeing a girl walk by alone."

Knowing details that only the killer could know, Strathdee quickly eliminates these false confessions.

It is possible that Jenny Isford's murderer is reading this account of his crime.

Strathdee and his partner, John Barbour, want to address you personally. They feel only fate put you in contact with Jenny Isford during the last moments of her life.

It was raining. You were out at 1:30 a.m. Only you know why. Perhaps you were walking the dog. You might have been suffering from a headache. Maybe you had become bored by a TV program.

Jenny was an attractive girl. Something snapped. A real life sexual fantasy would be enacted right then. Jenny threatened to scream. That's when you lost all control. Neighbors mustn't hear anything. She must be quieted. Your hands clamped around her throat.

It's over.

You go home, for you do have a home. Maybe even a wife and children. Next day's newspapers feature the brutal killing. Radio stations blare out the news.

A dreamlike quality now shrouds your memory. You forget the details, but you are certain of one thing. You murdered Jenny Isford. You are drawn to the newspaper accounts of your crime. It's an urge you can't resist. You might even have a desire to keep clippings of Jenny's death.

Here is what you may not know. Metro detectives have consulted with experts in this country and with the FBI in the U.S. They all conclude that your crime was a crime of opportunity. Given the same set of circumstances, you might strike again.

What's even more baffling, the experts believe that you might very well want to turn yourself in, but you fear the repercussions. There may be other people involved, perhaps a wife and children.

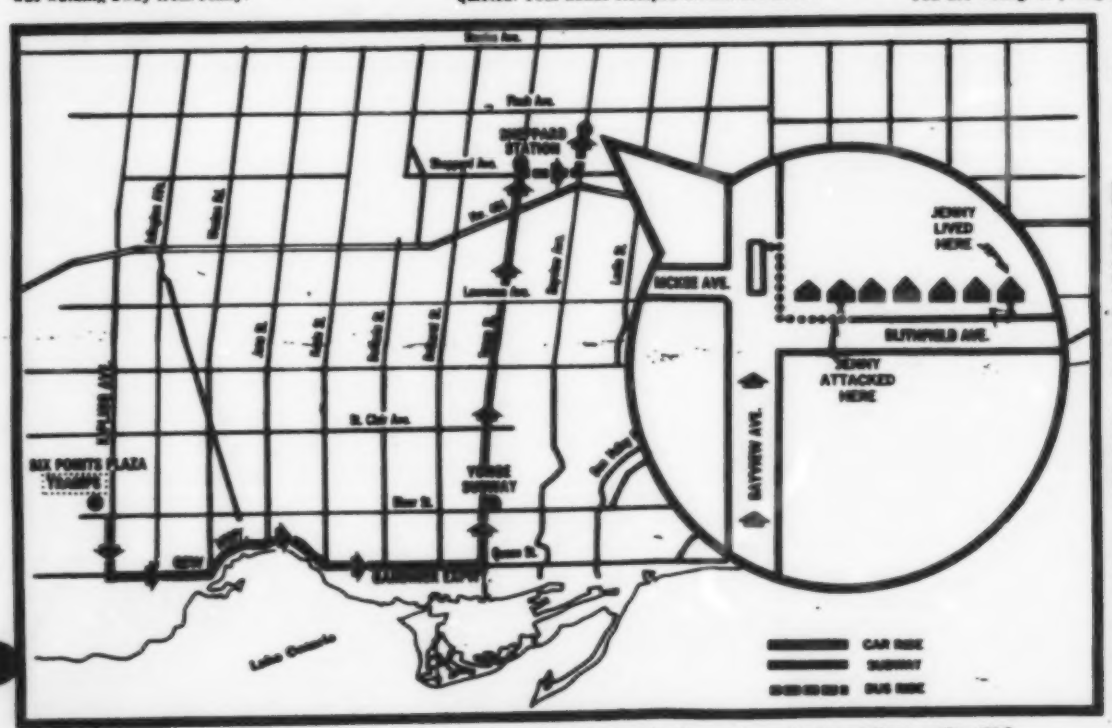
You are wrong. A young girl named Jenny had the misfortune to cross your path for only a moment, but in that moment the circumstances were all in place. It could happen again. Don't let it. Turn yourself in. In a way, you have a unique opportunity. You can prevent a murder.

There has been enough pain already. Jenny's father, George Isford, who is aware of this plea, explained to me what it is like to have a beautiful, considerate daughter taken away at the age of 19. "Your emotions run the gamut from grief to anger to fear. You fear for those other girls who have been touched by this tragedy, and for those who might suffer in the future."

Staff Sgt. Strathdee realizes you may have mental problems. If you desire psychiatric help, he can assure you that this help will be forthcoming.

Nothing can bring Jenny Isford back to her family and friends. Your conscience has probably wrestled with that fact for eight months. Now it's time. Time to stop rationalizing. Time to think of another girl who might fall victim to your uncontrollable urges. It is now time for it all to end.

The Homicide Bureau has made two lines available to you: 967-2375 and 967-2347. Call them now.



IT ONLY takes 60 seconds to walk from the bus stop to Jenny's home. Is whoever chanced to be out there reading this?

Note to teacher:

Date rape scenarios (1) and (2) involve the issue of acquaintance rape or sexual coercion. Scenario (1) is a play which students can read together or act out. Scenario (2) involves the same discussion topics but provides an opportunity for the students to either write or improvise a script. Students should choose either scenario (1) or (2).

DATE RAPE SCENARIO 1: **4.2**

Dwayne: Come on over and listen to that new tape I was telling you about.

Andrea: You bought it already? I thought all the record stores were sold out. I'd love to hear it. You're sure your parents don't mind?

Dwayne: Oh, they won't mind.

(At Dwayne's house. Dwayne and Andrea are listening to music.)

Andrea: Where are your parents?

Dwayne: Oh, they're away for the weekend.

Andrea: You didn't tell me they'd be away.

Dwayne: What's the matter? You afraid of me or something?

Andrea: Don't be silly.

Dwayne: *(moving in)* You know, you're sure gorgeous in that outfit.

Andrea: You like it? My mother screams at me every time I put it on. She says it's too tight and that I'm just asking to be raped every time I walk down the street in it. **(1)**

Dwayne: Well, I don't know about that but it sure turns me on. **(2)**

Andrea: *(as Dwayne starts trying to push her down on the sofa)* Cool it, Dwayne.

Dwayne: Come on, Andrea, don't hold out on me. You know I love you **(3)** and after all we have been going out for a whole month now. **(4)** Anyway look what you've done to me. You can't say "no" now. **(5)**

Andrea: Dwayne, we agreed that there would be no sex. I'm not ready for it.

Dwayne: Why are you here if you don't want to have sex with me? **(6)** What are you, some kind of prude? Do you think you're Lady Di or something? **(7)**

Andrea: No, Dwayne, please stop.

Dwayne: *(Pushes her down in anger)* You're mine, Andrea. **(8)** You just need someone to show you who's boss. All girls want that. **(9)**

Andrea: Please, Dwayne, no.

Dwayne: If you really loved me, you would. Maybe we should just call this whole relationship off. If you won't come across, there are plenty of others whowill**(10)**

Andrea: Well . . . . . I don't know . . . . . **(11)**

Dwayne: Look it's no big deal. And you know you'll eventually give in. **(12)**

Andrea: Do you have some kind of protection?

Dwayne: No, it doesn't matter anyway. You can't get pregnant the first time. **(13)**

DISCUSSION ITEMS IN DATE RAPE CASE STUDY

1. Myth: Girls want to be raped.
   Myth: By wearing certain clothes girls give men permission to rape.

2. Myth: Sex offenders commit rape because they are sexually turned on, not because they are committing an act of physical violence.

3. "I love you" means different things to girls and boys.

4. Myth: After dating for a certain period of time girls owe sex to their male partners.

5. Myth: Girls are responsible if males are turned on sexually and their consent for sex can be expected.

6. Myth: Girls who are alone with a male, with no adult supervision, are asking to have sex.

7. Use of verbal manipulation as coercion.

8. Expectation that participation in a relationship implies ownership.

9. Myth: All women want to be dominated, controlled by anger or power.

10. Use of emotional blackmail in coercion.

11. Myth: Giving in is consent.

12. Myth: All women want to be coaxed.
    Myth: They'll eventually give in.

13. Myth: You can't get pregnant the first time.

Dwayne and Andrea have been dating for about a month. Dwayne persuades Andrea to come over to his house to hear a new tape he has bought.

A. Is upset when she learns that his parents are away for the weekend.

D. Kids her a little and persuades her that it's O.K.

D. Moves in and compliments A. on her outfit.

A. Talks about what her mother thinks of the outfit, revealing mother's belief in the myth that girls who wear certain clothes are asking to be raped.

D. Agrees and shows his belief in the myth that sexual assault is an erotic sexual act, not an act of physical violence.

A. Tries to get D. to cool it.

D. Tries persuasion by including the questionable magic of "I love you". He adds further arguments (both myths) that A. owes him sex because they have been dating for a whole month and she has turned him on.

A. Reminds D. of their earlier agreement not to have sex and that she is not ready for it.

D. Reminds A. that she wouldn't have gone to his house alone if she hadn't wanted sex in the first place (myth) and tries to manipulate her verbally by insulting her.

A. Tries to get him to stop.

D. Gets angry and tries persuasion by pointing out several more myths:

1. His ownership of her because of their ongoing relationship,
2. His show of anger is a sign of his power over her, and
3. All women want to be dominated, controlled.

A. Still tries to get D. to stop.

D. Tries emotional blackmail by threatening to end the relationship and pointing out the availability of other girls.

A. Tentatively gives in although clearly her passive submission is not active consent.

D. Points out that she might as well give in because she would eventually, revealing his belief in the myth that all women want to be coaxed and they'll eventually give in.

A. Asks D. if he is wearing any protection.

D. Answers that it isn't necessary and shows his belief in the myth that a female can't get pregnant the first time she has intercourse.

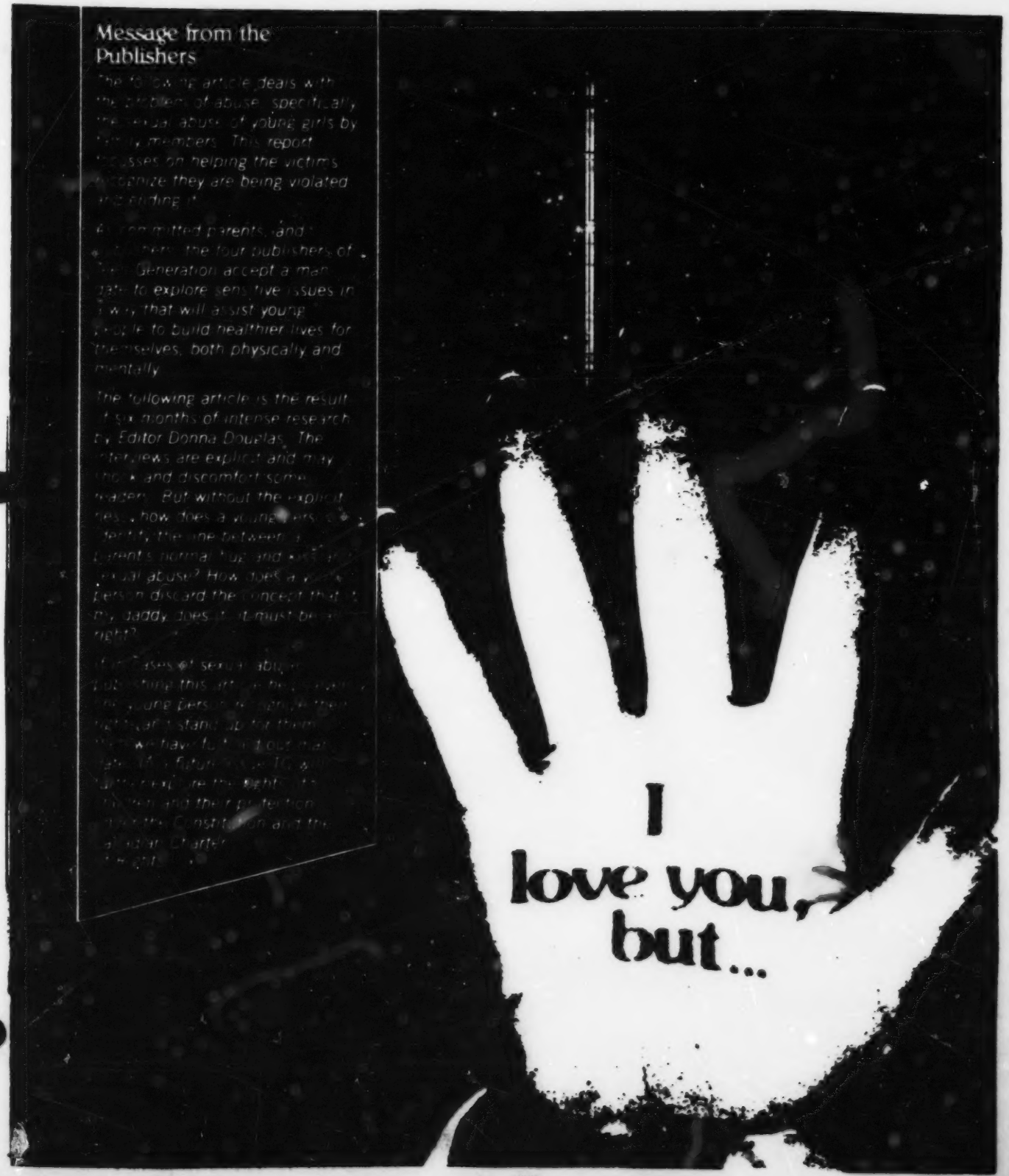
Message from the Publishers

The following article deals with the problem of abuse, specifically the sexual abuse of young girls by family members. This report focusses on helping the victims recognize they are being violated and ending it.

Committed parents, and [illegible] the four publishers of [illegible] Generation accept a mandate to explore sensitive issues in a way that will assist young people to build healthier lives for themselves, both physically and mentally.

The following article is the result of six months of intense research by Editor Donna Douglas. The interviews are explicit and may shock and discomfort some readers. But without the explicit [illegible] how does a young person identify the line between a parent's normal love and what is sexual abuse? How does a young person discard the concept that if my daddy does it it must be right?

[illegible] cases of sexual abuse [illegible] during this [illegible] young persons [illegible] stand up for themselves [illegible] have to [illegible] our children [illegible] Future [illegible] to [illegible] the right to [illegible] and their protection under the Constitution and the Bill of Rights.



Your body, your rights

by Donna Douglas and Stoney McCart

Having trouble with 'Tom' in the backseat?

How much more difficult if those groping hands belonged to your father? Or stepfather? Or uncle?

Young people in all parts of the country are caught in the complex bind of parent/family love and obedience and the horror that accompanies sexual advances.

Donna Douglas has just spent six months interviewing people who spent a good part of their youth coping with sexual advances from family members, particularly fathers or father figures.

Each has the same insistent message for others: "you have the right to say no. Your body belongs to you."

If you've been backed into a corner while serving at an adult party or been asked to 'come sit on uncle's lap' and been made to feel uncomfortable by the unspoken sexual undercurrent, you can easily imagine how incredibly difficult it is for the young person who has to deal with a direct approach from a parent.

Natural and appropriate feelings of love, intimacy, respect and obedience get confused by sexual approaches; then love gets twisted by hate, anger, guilt and a tremendous sense of isolation, being all alone.

You're not alone. Experts are estimating that one of every five girls and one of every ten boys are subjected to some form of sexual abuse before reaching adulthood.

Meet Megan, Jo-anne, Susan, Kim, Patti and Fiona. Their circumstances, ages and activities are real; their names are not. Each has put a stop to sexual activities within the home, and their identities are protected because each continues to live with, or near, their families as they put the past behind them and build new lives.

Each of the people in this article talks about how the experience began, when it stopped and what happened afterward. Their courage and strength in talking explicitly about what happened to them should not be underestimated; they do it from the passionate conviction that it need not happen to others; ignorance and confusion were their biggest enemies.

"I thought other kids did this, but I never discussed it with anybody"

"I knew he wasn't supposed to touch me there, but he was my father and you're supposed to honour your father."

You'll only meet women in this article because father or father/figure abuse of daughters is more often reported to family service agencies, and

How do I stop it?

Now. That's the number one message that victims of sexual abuse want to say to other young people who are victims of unwanted sexual advances.

"I have a right to my own body. I have the right to deny it to anybody." Megan, 11, says that this is the number one rule an abuse victim needs to repeat again and again.

"It is wrong. It is illegal. It's disrespectful to you and to him. If there's any way to stop it yourself, do it," says Fiona.

"If I went for help sooner, it would have been easier for me," says Megan.

"Nobody owns you," says Jo-Anne. "Your parents created you; they love you. But, love isn't ownership. You own yourself. Don't let anybody take that away from you."

There are a number of options young people can follow to seek help in dealing with an abuse situation. Kim, Fiona, Jo-Anne, Patti, Megan and Susan came up with this list.

- Get away from that person. Go to the other parent as soon as it starts, or it'll be too late and no one will believe you.
- Threaten the person who is abusing you. Threaten to tell your other parent, the police, somebody. But, be prepared to follow through.
- Don't feel guilty. You didn't do anything.
- Don't talk to another kid, even if that person is your best friend. Best friends can't always keep secrets. A kid can't do anything to help you anyway.
- Go to another parent, an older friend, somebody you trust, somebody who likes you. Tell that person what's happening.
- Call the nearest children's services office. It varies from province to province. A counsellor can meet you at your convenience to discuss your situation and how best to meet your needs.
- When you tell your other parent, do it in private, when the two of you are alone. Or, take another adult with you.
- You can try to deal with it yourself. Avoid the person by putting locks on your door, etc. Call the police, who will refer you to the family and children's agency nearest you.

As Kim says, any route you choose is going to be difficult, but not as difficult as continuing with the present situation.

"I've come a long way. I feel strongly that you can't do it without other people. We're social beings, and we need support. I tried to fight that off, but it didn't work.

"I didn't want people to share my pain, to fall when I fell. But now those people are sharing my successes. You shouldn't feel guilty about having somebody care about you ... you'll be able to give back." ●

family counsellors could direct us to women who would share their experiences to forewarn others.

Tragically, the estimated one-in-ten young male victims are still locked up inside their own experiences and homes, because the double taboo on homosexuality and incest means father/son abuse is even less likely reported. Mother/son incest is extremely rare, experts say, and usually occurs when the son is adult.

Spelling out the experiences is ugly, uncomfortable and unsettling for those who haven't had to confront the reality and issues that these family relationships highlight. Yet, victims and counsellors agree, discovering you're not the only one and talking out the experience is critical to getting life together and working well....

Megan

Megan was six years old when her stepfather Carl turned tickling into a sexual assault that lasted nearly three years.

"I would be sitting on the couch watching TV. He'd come along and start tickling me. Then he'd work his way down he'd take my clothes off.

"Sometimes he'd come into my bed. He would touch me inside my body. Every so often, he'd look out the window for my mom. When he did see her coming, he'd tell me to get my pants on.

"He'd kiss me 'down there' or touch me. And while he did it, he said, 'I love you.'

"But there are two different loves. I was six years old ... I didn't know which love he meant."

Megan was eight when her stepfather's touching caused vaginal bleeding. "He said, 'don't tell mommy, or I'll be in big trouble! That's when I started to realize something was wrong."

She says she felt deserted by everyone. Her older sister had experienced the same abuse by Carl, but remained silent in a family confrontation with her mother and Carl, when Carl denied everything. However, older sister eventually went to their stepmother on Megan's behalf.

As soon as Megan's stepmother and father found out, they took her to live with them. Children's Aid Society issued a restraining order on her stepfather, and she can no longer be left alone with him. She feels 'safer', but is not prepared to return.

Megan is now 11, and her mother is still coaxing her home to live. She does not believe Megan's accusations about Carl, nor did she listen to Megan's sister when she was suffering similar assaults.

"That's what has me really confused. If my mom really loved me, she'd believe me and get away from Carl. She didn't choose me."

Jo-anne

Jo-anne's first visit from her dad occurred the summer she was 10, heading into puberty. "I was in bed, and he came in to say goodnight. He talked about how I used to be his little girl, and how I was growing into a woman. He talked about my breasts, about how I was becoming beautiful.

"He made visits like that, progressively touching me, fondling me, for the next nine years of my life.

"I wasn't able to stop my father until I developed my own self-respect and got the strength to tell him to get out of my room. My first years of college, I protected myself on visits home by always taking a girlfriend with me. Then, when I was 19, I woke up to find him standing beside my bed. I told him to _____ off. He never came back."

Jo-anne, now 35, has a family of her own and a successful career. She and her father have never acknowledged or discussed the relationship, and she still carries with her mixed emotions of love, hate and anger about him.

Susan

Susan's nocturnal visits from her stepfather began when she was 13 years old. "He'd be drunk, He'd come into my room; he'd try to fondle me and talk me into 'going all the way.' He'd try to bribe me with money and booze."

Susan told her stepfather to leave her alone, but to no avail. After a year, she told her mother. "I started crying because it was so hard. She believed me. She got a daytime job and gave me a bolt for my door."

Susan, now 16, hates her stepfather, who admits to her that he does it, says he won't do it again, but is still approaching her regularly. "I'd like to see him in jail. Then maybe he'd do something about it. It would have to be for a long time, like six months. He needs counselling."

Susan is in group counselling with a family agency, though she says she hasn't yet talked about her experiences with her stepfather.

Patti

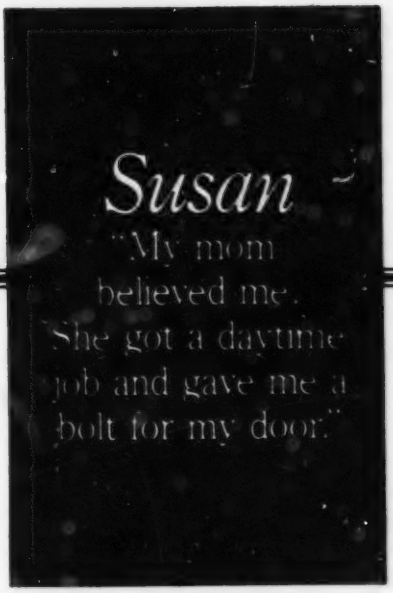
Patti's father was a violent man who seldom showed any affection. He also drank a lot.

"The first time, when I was eight, I was home sick and my mother was out. We were alone. He held me and talked to me really gently, almost hypnotically. He would reach inside my pants and touch me.

"I would feel really guilty. I knew he wasn't supposed to touch me there, but he was my father, and you're supposed to honour your father.

"He made me feel really loved and wanted ... he was really loving when he did these things. I went to him for the holding and touching and the soft voice ... the other part came with it.

"When I was 10, I stopped it. We were staying at some relatives, and he came to me in the middle of the night. He started to touch me. I told him I



loved him very much, but if he touched me again, I'd tell my mom. He cried. I hurt, because I knew I'd hurt him."

Patti, now 30, with a child of her own, feels her relationship with her father is better now than she ever hoped. "I went through a time when it made me feel really bad. When I was reaching puberty, I thought he was sick and perverted, but as I got older I learned to accept how a parent's love can have a sexual part to it. He feels really badly about it now."

Kim

"When I was 10, I was raped by a stranger. About four months later, my mom was working and my father asked me to have a nap with him. He cuddled me, then he hit me, then he started fondling me. He kept saying, 'you owe this to me.'

"I'd had this horrible thing happen to me (being raped), and the one person I felt I could trust was my father.

"My mom worked all night on the weekends, and I'd wake up and he was in my bed. I was overwhelmed by my feelings. I tried to intellectualize them. He was obviously enjoying himself ... He'd make me watch him touching himself while he touched me, watch him complete his own trip.

"He finally raped me last March. I was 19. And he had this enormous satisfied grin on his face. He said he did it to protect me, he didn't want someone else to hurt me.

"I knew my rights, but they were tangled up with my feelings. My rights were to go to someone when I was 10 years old, and not go through all those years. But I couldn't go to anyone because of my feelings. I love my father; he's my father."

Kim, 19, removed herself and went to college. She is trying to ignore her mother's letters which blame her for rejecting her parents. Her mother's letters tell her that everyone has to do things that they don't want to do sometimes.

"I'm now away at college. I felt I was strong, a success. I'd made it and didn't need counselling. Then I started blacking out, losing total control. Now, I'm seeing a wonderful doctor; she's making me work through it all."

Kim has felt love, guilt, shame and hate. Now she is angry. "It felt wrong. I don't care if other fathers did it; it was wrong for me. I'd been raped."

Completing her first year in a social work program, she says, "I want to work with an agency like Big Sisters or with juvenile delinquents ... I want to work with people."

Fiona

Fiona was four when her stepfather began forcing her to perform fellatio on him (touch his penis with her hands and mouth.)

"He bought things for me, let me stay up late and watch TV, and then during the day when my mom was at work, he would threaten me. I knew it was wrong because he kept telling me not to tell anyone."

When Fiona was six, her father and stepmother picked her up for a visit one weekend and never took her back. For awhile she felt secure, and at age seven she told her father and stepmother what her stepfather had done.

"Then when I was about 11, my father would call me in the house after my stepmother left for work. It started off with him taking showers, and he'd call me to bring him a face cloth. It went from there. I was not expected to have intercourse, but I was afraid to say no to what he wanted me to do. I didn't want him to feel rejected, or to not like me.

"A couple of times, he asked me if my stepfather did 'this' or 'that'. I'd try to ignore him, but he'd always call. Every weekend. More than once a weekend. He told me it wasn't wrong because my stepmother always did these things to him.

"When I was little I was always threatened. When I was with my dad, it just happened. I thought other kids did this, but I never discussed it with anybody."

Fiona, now 18, says it was ages before she realized it wasn't a normal activity in every family. It stopped after I threatened to tell, she says.

Why does it take so long to say no? There's tremendous confusion over obedience versus rights, ignorance about love and sex, guilt about giving and denying pleasure.

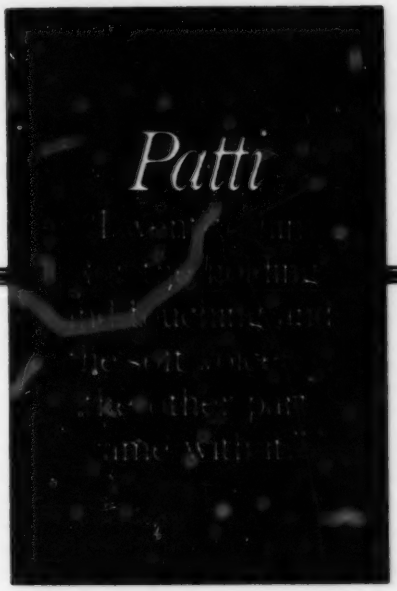
Fiona says it was ages before she realized this wasn't a normal activity in every family. Patti says it wasn't until she talked to her cousins that she even realized that she wasn't alone with her problem. That's how isolated the victims are with these incredible experiences.

That relief in finding someone else in the same boat and in knowing you're not the only one is a great tonic in itself.

Kim identifies how easy it is for others to say 'break the ties and get out.' But it's not that easy. "I still wanted my parents, that family support. I needed hope that they could change, that I could be part of their life. I knew my rights, but they were tangled up with my feelings."

"My rights," says Kim, "were to go to someone when I was 10 years old and not go through all those years. But I couldn't go to anyone because of my feelings. I love my father; he's my father."

Megan, now 11, identifies that same confusion. "When I go over there, I feel so guilty. I know I shouldn't feel guilty; he's still trying things. I say, 'don't Carl, and I try to bite him or hit him. He just sits there laughing. I feel like I've upset their lives. I love my stepfather Carl, but as a father. I want him to



love me as a daughter. There's hate in me for what he's done. It's hard to take when you realize that your father has this bad part to him. I looked up to him."

That's the power a parent has that makes it so difficult to say no.

Jo-anne, now 35, pinpoints the emptiness that recognition and honesty bring. "For so long, you look up to your father like he's some kind of god. Mostly, because he tells you he is, and because you're expected to obey every command. All of a sudden, you start to realize that he's got a bad part to him.

"It doesn't end there. Once you see that first crack, then you start to see other things about him. For me, this was the beginning, and this was the start of my own growing strength. I disagreed with the way he thought about people, with his prejudices, his selfishness, his me-me-me attitude. If nothing else, he gave me lots of ammunition to grow up to be a lot different than he was.

"That's a good thing, I guess, seeing your parents as people. But there's something sad about it too, because I find it hard to really like my father. I love him, of course, because he's my father and because now that I am a mother I realize the strength of a parent's love. But, I don't like him."

Feeling like they should give pleasure, like they shouldn't say no or hurt dad's feelings, feeling powerless or that their obedience is a possession owed and owned by their father — these feelings are all common contributors to daughters' vulnerabilities. Each young woman even questioned whether she had the right to say no, or even call in her mother for help.

The experts, though, are quick to point out that the problem begins with the parents' own sexual and marriage difficulties which existed before the abuse began. Their children shouldn't feel that they caused the sexual approach or are responsible for protecting and keeping the family together. Eventually, the parents have to face their own problems.

Mothers, more often than not, are aware of, or subconsciously aware of, the activity and ignore it. When confronted, they feel just as powerless, helpless and trapped as their daughters.

Megan's mother is still coaxing her to come home to live. She says she doesn't believe Megan's accusations about Carl, nor did she listen to Megan's sister when she was suffering similar assaults.

"What really gets me is how my mom never walked in while Carl was doing this to me. I think she must have known. That's what has me really confused. If my mom really loved me, she'd believe me and get away from Carl. She didn't choose me," says Megan.

Kim says, "My mom seemed almost to push me into my father's bed. Dad would say, 'our daughter doesn't love me anymore.' My mother would say, 'give your father a hug.' "I lost my teenage years; I was so busy protecting everyone else. Mom worked all night. I felt I was protecting her by not telling her. I didn't notice that she always worked nights. I didn't realize that she knew all along. Last Christmas, she sat there and watched my father beat me up, choke me and break a vertebrae in my back. My mother watched me crawl away, and then she got up and followed my father out of the room. I had talked back, and I was punished for it."

So many of the abused daughters didn't believe they had the right to say no, because they saw their mothers didn't.

Jo-anne waited a couple of years before telling her mother. "I think I waited because I wasn't sure if I was wrong, if I was going to be blamed for this. And, my mother is a self-sacrificing person, the kind who sighs and worries, but never fights for herself. I guess, even at age 12, I knew that's all she'd do.

"That's what she did. She said, 'oh, no.' And then she didn't get a full night's sleep until I had left home for college, and until my younger sister had graduated too. She made me feel that she, too, was a victim, that he owned us all."

The pressure the abused victim feels is paralyzing. Psychiatrist Jim Henderson, recognized as Canada's authority on incest, says it's especially difficult for a daughter who sees herself as responsible for keeping the family together.

For father and mother, abusing a daughter at home is one way of keeping parental sexual frustrations and tensions from wandering outside the family, and the pressure the daughter feels is very real. She has a right to end up feeling very angry.

"There's always a fear on the part of victims that they'll break up their parents' marriage," says teen counsellor Susie Gordon.

Family court judge Gary Palmer identifies other fears: fear of publicity, of court interrogation, of jail terms, of losing their father's love. These all keep victims from speaking and going outside the home for help.

When love, anger, obedience and hate are all twisted together, it's extremely confusing. Dave Gordon, a Children's Aid Society child abuse co-ordinator, says the victims carry around guilt and concerns about something that isn't their fault.

"They worry about what will happen to their fathers, their families and themselves. They worry about their friends reactions. So often, they've been threatened with, 'if you tell, I'll get into trouble.'"

The threat that telling may break up the marriage or send their fathers to

jail is often enough to keep victims silent. Abuse is illegal, and depending upon whether it's clinical incest (intercourse) or indecent assault (fondling etc), the criminal code of Canada calls for up to 14 years in jail.

But Judge Palmer says such a sentence is rarely given. "A first offender is likely to be given a suspended sentence with rehabilitation," he says. Courts have to take into account the number of dependents, the family income, the other children who would be split up if a mother couldn't keep the family together.

Social workers Debbie Glenesk, Sylvia Baker and Judi Shields all emphasize that sexual abuse is wrong, an illegal and immoral act. "It is a violation of someone's body. Victims are threatened with power and guilt and embarassment," says Glenesk.

She says it is critical for a victim to talk out the experience with a professional. "You have to deal with your anger, and you need to get that anger out. It's okay to be angry, but you can't let it destroy you for the rest of your life."

Shields echoes the need to avoid the damage undealt-with emotions can cause later. "Frequently, group therapists are finding women suddenly able to talk about their experiences years later. In the process of therapy, it comes out that there were sexual relationships with parents. The guilt can impair functioning later on in life."

Judge Palmer sees the cure for preventing abuse as a gradual social one, occurring as society moves from a patriarchal ownership structure to one of equality in family and personal relationships.

Jo-anne certainly gives support to his theory. "I wasn't able to stop my father until I developed my own self-respect and got the strength to tell him to get out of my room."

Kim says no route out is easy. Yet, the six women you've just met all found routes out. The sooner you say no, the better, they say. There's less to work through later. Kim says, "every action that you take has its side effect. Whatever you do is going to hurt. There are no miracle cures. It's going to hurt to heal."

Fiona

"I was afraid to say 'no' to what he wanted me to do. I didn't want him to feel rejected, to not like me."

But it is your body, and ultimately, you are the only one responsible for its health.

Patti might well be the exception; but she's the one who managed to say: I love you and 'no, don't touch me' in the same breath.

Megan, now 11, mourns what she has lost. "When I was that young, I didn't know what was happening, and now I think I know about what happens when you're married. I feel like I shouldn't know that now. I'm just a little girl."

No — Don't touch me — I'll tell — I love you, but — you have the right to use these words. ●

Where can you go?

Across Canada, in large cities and small towns there are a variety of agencies set up to help deal with the problem. Family and children's agencies will handle the situation with discretion, meeting a young person at school, or in a private location.

A good rule of thumb for anyone wanting information or help is this: look in the white or blue pages of the phone book. Look under the words 'family', 'children' or 'social'. Generally you should find help under one of these headings.

Also available, and in tune, are the workers at women's crisis centres, mental health centres, YM-YWCA's, recreation leaders, school nurses, a teacher you know and trust or your doctor. Rape crisis centres, youth workers in your church, the parent of one of your best friends — all these people can help you find the right person to talk to. This individual can help you deal with your situation the way you'd like to handle it, in your own style. By law anyone learning of an abuse is required to report it to the police. That's also a threat you can use with an abusing parent.

Following is a short list of centres across the country. You can write, subtly, to these agencies and ask about a family or youth counselling service in or near your own community. These people are geared up to refer you to someone close at hand.

Help is only a phone call away.

Newfoundland

Women's Centre 31 West St Box 373 Corner Brook Nfld A2H 6E3

Department of Social Services, Confederation Building, Box 4750, St. John's Nfld., A1C 5T7

Family Crisis Service, Box 4175, St. John's, Nfld. A1L 3Y3

Prince Edward Island

Ministry of Health & Social Services, Box 200, Provincial Admin. Building, Charlottetown, P.E.I. C1A 7P1

Catholic Family Services Bureau, Box 698, Charlottetown, P.E.I. C1A 7L3

New Brunswick

Department of Social Services, Box 6000, Centennial Building, Fredericton, N.B. E3B 5H1

Family Services of Saint John, Inc., 5 Wall St., Saint John, N.B. E2K 3W3

Nova Scotia

Family & Children's Services, Box 696, Halifax, N.S. B3J 2T7

Women's Place, Forrest House 1225 Barrington St., Halifax, N.S. B3J 1Y2

Quebec

Ville Marie Social Service Centre, 4018 Ste Catherine W., Montreal, Quebec

Centre-femmes, 855 Holland, Quebec City, Que. G1S 3S5

Ontario

Children's Aid Societies of Ontario, 2323 Yonge St. Suite 505, Toronto, Ont. M4P 2C9

Brampton Women's Centre, Box 4, Brampton, Ont. L6V 2K7

Kirkland Lake Women's Centre, Box 784, Kirkland Lake, Ont

Manitoba

Children's Aid Society of East Manitoba, 123-B Marion St., Winnipeg, Man. R2H 0T3

Children's Aid Society of Winnipeg, 4-1114 Garry St., Winnipeg, Man. R3C 1G3

Women's Centre, University of Winnipeg, 515 Portage Ave., Winnipeg, Man. R3B 2E9

Alberta

Alberta Child Welfare Branch, Centre West, Seventh St. Plaza, 10030-107 St., Edmonton, Alberta T5J 3E4

Alberta Council on Child and Family Welfare, 2440 27th St. SW, Calgary, Alta. T3E 2G3

Hilltop House, 9910 103rd St., Edmonton, Alta. T5K 0W1

Saskatchewan

Dept. of Social Services, 3920 Broad St., Regina, Sask. S4P 3V6

Transition House: Box 1866, Moose Jaw, Sask. S6H 7H6

British Columbia

Hotline for Children, call operator, ask for Zenith 1234 (no charge)

Child Welfare, Parliament Buildings, Victoria, B.C. V8V 1X4 (branches across province)

Downtown Eastside Women's Centre, 412 East Hastings St., Vancouver, B.C. V6A 1P5

North Shore Women's Centre, 205-3255 Edgemount Blvd., North Vancouver, B.C.

Northwest Territories & Yukon

Family & Children's Services, Box 1320, Yellowknife, NWT Y1A 2C9

Child Care Centre, 312 Strickland St., Whitehorse, Yukon Territories Y1A 2K1

Yukon Family Services Association, 303 Cash St., Whitehorse, Yukon Y1A 2K3

Victoria Faulkner Women's Centre, 302 Steele St., Whitehorse, Yukon Y1A 2C5

MALE VICTIMS OF SEXUAL ABUSE:

MARK'S STORY

Mark spent last summer at camp. He had two counselors, Frank and Danny and he liked them both. They were good at sports and taught the boys a lot of really interesting things.

One day all the campers in Mark's group headed to the lake for their swimming class but Mark decided he didn't want to go. He went back to the cabin and about a half hour later Danny came looking for him. Mark admitted he was feeling a little home sick and didn't like to be with the group all the time for meals, activities, showers and sleeping. Danny said he understood and wouldn't tell Frank about the broken rule or the problem if Mark would do something for him.

Then Danny took off his bathing suit and T shirt and sat down naked on Mark's bed. He suggested Mark do the same in order to play the game. Mark felt really wierd and said no. Danny tried to convince him by saying that he wasn't going to get hurt and that it could be a lot of fun. Finally Mark jumped up and ran out. He bumped into Frank down by the water and tried to hide his tears. When Frank asked what was wrong Mark decided to tell even if he did get into trouble for skipping swimming. Frank reassured him that everything was fine and that he had done just the right thing by telling.

Frank went to the camp Director and told Mark's story. After a long talk with Danny, the camp Director asked Danny to leave and called his parents so that they could help Danny get some appropriate counselling. Mark remained at the camp and enjoyed the rest of his summer there with Frank and his new counselor Steve.

TOM

Twelve year old Tom was travelling by subway to his baseball game. A young man got on the train and sat down next to him. The man started to ask Tom questions about his baseball glove and told Tom how much he enjoyed watching boys play baseball. He then began asking very personal questions about Tom's body. He offered Tom money to perform fellatio on him.

JOHN

John used to be happy to go to Alice's after school to wait for his parents to pick him up after work. Alice had been his babysitter since John was three years old.

Last winter Alice's hisband Bill became ill and was at home for several weeks. He used to sit down beside nine year old John to watch television. He would often give John a hug or a squeeze. Later, he started to touch the boy under his jeans, and force John to do the same to him. Bill told John he must never tell anyone. John was frightened.

A school program on sexual abuse of children gave John the courage to tell his teacher what had been happening to him. The C.A.S. was called, and after an investigation by the C.A.S. and police, Bill was arrested.

HAL

Hal is seven years old. He had always enjoyed Brian as his babysitter until the night Brian did something unusual when he put Hal to bed.

The babysitter got into bed with Hal and started to fondle the little boy under his pyjamas. Hal got out of bed, but Brian continued to molest him.

When his mother came home, Hal told her what had happened, and Brian, a young offender, was charged by the police.

MARTIN & SAMUEL'S STORY

During the summer months Mrs. Smith, a single mother, really enjoyed getting out once a week to go and play bingo. She would ask Bob, the seventeen year old son of a neighbour, to come and babysit her sons, Martin age 6 and Samuel age 2. After some time she noticed that the boys were becoming more and more reluctant to let her go out but they would not say what the problem was.

One day while she was sitting with Martin, the whole story came out. Bob would have the boys take their clothes off - then he would start doing things to them (including oral sex). Last night Martin said no and ran into his mother's room. Bob followed him and then Martin tried to hide in the closet. Finally Bob just left him alone.

Mrs. Smith contacted the Children's Aid Society and they contacted the police. Bob was charged with sexual abuse and the case is still in the courts.

GRANT FAMILY'S STORY

There were 5 children in the Grant family - 2 boys and 3 girls. One evening the children got together and decided they couldn't go on any longer like this and called in their mother. They told her about the things their father would do to them - all of which could be labelled as acts of sexual abuse. Their mother was extremely shocked and could hardly believe the stories, but the children continued to insist they were true. Finally she called the police and they subsequently laid 11 charges against the father.

JAMIE AND JOHN'S STORY

Aunt Sue wasn't really Jamie's and John's aunt but she was one of their mother's best friends. She was in her late thirties and weighed about 300 pounds. She would sometimes look after Jamie age 9 and John age 11 for an evening when their mother, a single parent, would have a date. She became more and more "friendly" with the boys and would actually try to get them aroused so they would have intercourse with her. She once gave John a watch as one of the many presents offered to the boys so they wouldn't say anything.

Eventually it got to be too much and the boys told their mother. The Children's Aid Society and the police were contacted and Aunt Sue was later convicted of sexual abuse.

JOE

Joe lived on a Military Base where his father was commander. He was eleven when this incident occurred. He was forty before he told anyone, his guilt, shame and fear were so intense.

He had gone, alone, to the local movies one Saturday afternoon. The theatre was filled with rowdy young enlisted men who had just gone through basic training.

Joe sat quietly at the back, away from the crowd. Not long after the movie began, the seats around him filled with more noisy young soldiers. They hassled him a bit recognizing who he was. Joe tried to ignore this and shrank into his seat, but all concentration on the movie had fled and he was contemplating leaving, when the soldier next to him, grabbed his groin. Joe made a run for it but was held back by many hands and his head was shoved down into the crotch of the man next to him. He was forced to perform fellatio (oral sex) first on one, then another and another.

The terror and disgust Joe felt were horrific. He was scared and degraded. After each incident he vomited - which only made his persecutors laugh. They were fairly drunk. When they were finished with Joe, they threatened that if he ever told, they would find him and kill him. Little eleven year old Joe believed them. Then they let him go.

This incident of sexual abuse remained a shameful secret with Joe for the next thirty years.

"I was petrified", said Joe years later. "I really thought those men would track me down and kill me. I was scared to go to sleep. I've had insomnia ever since."

Joe was intelligent and well educated and this eventually led him to seek help. Even so, his marriage was almost wrecked before he could come to terms with this experience and tell anyone about it.

"It was a great relief to be absolved of the guilt and shame" he said. "Somehow I thought that it was my fault this awful thing had happened to me".

AFFIRMING 'MY BODY, MY RIGHTS' TO STUDENTS

Betty Lamont

Avant d'atteindre l'âge de 18 ans, une sur quatre femmes et un sur dix hommes auront été agressés sexuellement. Parmi ces chiffres choquants, 85% des agressions sont commises par une personne que la victime connait – le plus souvent, le père naturel ou son remplaçant. Des éducateurs et éducatrices que ces statistiques inquiètent, ont commencé à chercher de nouvelles façons d'adresser la question des attaques sexuelles avec leurs étudiant(e)s.

Cet article par Betty Lamont traite d'un cours sur les agressions sexuelles, pour les étudiants de 8ième année, développé récemment par le conseil scolaire de North York. En découvrant des stratégies pour contrôler ce qui leur arrive, plutôt que d'accepter une attitude de victime, les étudiant(e)s sont encouragé(e)s à prendre un rôle positif et décisif.

Statistics related to sexual offences against Canadian young people indicate that a shocking one out of four females and one out of ten males will have been sexually assaulted by the age of 18. Further investigation reveals that 85% of these offences are by someone who is known to the victim and that in 50% of these cases, the offender is the victim's natural or substitute father.

Concerned educators have begun to explore ways of addressing the topic of sexual assault with their students. The North York Board of Education recently developed a curriculum unit on sexual assault for grade 8 students. Entitled "My Body, My Rights," the unit is a means for teenage students to explore their personal and legal rights, and their role as victims of violence. By encouraging them to discover strategies for controlling what happens to them (rather than accepting a victim mentality), a positive, decision-making role is developed.

VULNERABILITY OF TEENAGERS

Teenagers as a group are particularly vulnerable to becoming victims of sexual assault. It is normal for them to explore beyond their limits. For many the risks may involve hitchhiking, drugs, alcohol or being where they shouldn't be. Such risks are frequently factors in incidents of sexual assault.

Other examples of their vulnerability abound. As a group adolescents are confused and embarrassed by their sexuality and are bombarded with conflicting messages. While confused about the world of love and romance, adolescents are often pressured to enter into it. They may accept the myth that women get pleasure from being raped and often ask for it. They are told to believe that when a female says "No" she really means "Yes" and that she just wants to be coaxed. The popular media add to the confusion by appearing to condone sexual violence.

Male and female adolescents may already be actively involved in sexual harassment – either as victims or offenders. Activities such as obscene phone calls, abusive jokes, staring with sexual overtones, the spreading of sexual gossip, and the uninvited patting of breasts, crotches and behinds are common experiences within their culture. It is not unusual to find young males lining a school hallway and yelling sexual comments or calling out grades on female bodies. When victims smile, laugh, or otherwise fail to express their feelings of discomfort, embarrassment or anger, mixed messages are transmitted that further exacerbate the problem.

Female adolescents have already been victimized by a society that is turning them into sex objects at an increasingly early age. The latest craze in clothes – a torn, off the shoulder look – approximates the appearance of a victim of violent sexual assault. Female teenagers are socialized to believe that male sexuality is uncontrollable. Many females believe that the use of force by males to engage in intercourse is justified. In a study at the University of California cited in *No Is Not Enough* (Impact Publishers, 1984), females reported that it was okay if a male holds a female down and forces her to engage in sexual intercourse under circumstances such as the following: if she says she is going to have sex with him and then changes her mind (31%); if they have dated a long time (32%); or if she gets him sexually excited (42%).

The proliferation of pornography has a serious impact on the adolescent group. Both males and females may have already become victims of kiddie porn. Male adolescents are high consumers of pornography. It is an unfortunate fact that in our society young males do not receive as much information on sexuality as their female peers. Socialized to believe they should know more, in many cases young teenage males glean this missing information from pornographic magazines – what they absorb there is female subordination, degradation and victimization.

Indeed, many teenagers have a misconception about the whole concept of sexual assault. They have a view of sexual assault that involves guns, knives and weirdos. Often they don't understand that the use of coercion, threats, verbal manipulation or engaging in sex without consent is also sexual assault. Their lack of understanding of consent as being *active* rather than passive can be limited: consent is not giving in, nor is it going along.

DATE RAPE

Teenagers are entering the age group in which they are being initiated into the social phenomenon of dating. Their participation in sexual assault under the guise of date rape has been well documented.

Offenders of date rape often feel that sex is their right. Many young men feel that they are justified in holding a female down and forcing her to engage in sexual intercourse. The following results are reported in the above-cited study: if he spends a lot of money on her (39%); if she has had intercourse with other guys (39%); if she is stoned or drunk (39%); if she says she is going to have sex with him and then changes her mind (54%); if they have dated a long time (43%); if she gets him sexually excited (51%); or if she's led him on (54%).

Offenders will not take "no" for an answer. They often lie to get sexual contact and have learned the persuasive power of "I love you." The "force" used in date rape is more likely to be verbal manipulation rather than threats of physical violence. The verbal coercion may involve trickery (running out of gas on a lonely road), bribery (gifts), deception ("I'll never tell"), pressure ("What are you, a prude?" "a tease?"), emotional blackmail ("I love you" or "I want to marry you"), or exploitation often under the guise of seduction (wine, soft music, a darkened room).

MY BODY, MY RIGHTS PROGRAM

The lessons in the grade 8 My Body My Rights program developed by the North York Board of Education are divided into three areas of exploration: Personal Rights, Legal Rights, and Protecting Your Rights.

Personal Rights

Students become aware of their personal rights related to personal space and touch. Through role playing situations they can learn to recognize their own comfort discomfort zone. An open, honest discussion is important to delineate the differences between a warm, loving touch which recognizes a mutual, caring relationship and an exploitive sexual touch which has at its base coercion, threat or the misuse of power of male over female or adult over child. This discussion can be initiated through the use of films such as The Acquaintance Rape Series (End of the Road, The Date, and The Party Game) and Better Safe Than Sorry, Part III.

A clear understanding of the definitions of sexual harassment and sexual assault is important so that teenage students can develop a sense of their own rights. A knowledge of what sexual harassment is and is not allows young students to protect their personal rights as they enter the workforce.

Legal Rights

Students become aware of the laws governing sexual assault and explore specific but anonymous case studies from their community. The involvement of the police department in this part of the unit enables students to discuss their legal concerns openly with the police and to become aware that the police are there to help them. A discussion of actual case studies brings home to the students the reality of sexual assault as a crime. Students are reassured that they are not alone, helpless in the face of assault, guilty or responsible for the sexual perversion of others.

Protecting Your Rights

Students learn to recognize and avoid potentially dangerous situations and develop strategies for taking control of and dealing with them when they do occur. Through role-playing students practise decision-making in a variety of situations typical of teenage experiences. They develop verbal skills and an awareness of body language through which they can communicate "NO" and mean it. By developing a confident attitude they can convey a clear message that they are not helpless victims.

PREVENTION STRATEGIES

- Provide adequate information to teenage students, sons and daughters.
- Stress equality of males and females in relationships. In particular teenage girls need to learn to see relationships realistically and not be unduly influenced by idealized notions of love and romance. They should learn to avoid someone who tries to have intimate contact when he otherwise indicates an uncaring, unfeeling attitude.
- Encourage open discussions about loving relationships and loving sexual touch. Discuss openly the differences between loving touch and exploitive touch. Discuss the differences between flirting and sexual harassment. Encourage teens to acknowledge sexual harassment.
- Establish a belief in personal responsibility. Because in most cases of sexual assault teenagers have sole responsibility for their own personal safety, they should learn to value that responsibility.
- Encourage a respect for personal judgement. Teenagers should learn to listen to their own feelings and trust their own judgement. They should be encouraged to set their own limits, stick to them and recognize and act on behaviours that are clues to mistreatment.
- Encourage assertiveness. Teenagers who walk and act confidently are less likely to be viewed as victims. They should, however, be realistic about their limitations in the face of physical force. When a potentially dangerous situation arises teenagers should be encouraged to do something outrageous, to make a scene to get attention and help.
- Female teenagers need to be prepared for pressuring and to learn strategies for saying no without hurting their partner's feelings. Studies have shown that teenage girls feel a strong need for the latter strategy.

Illustration by Jane Northey

- Encourage teenagers to arrange transportation ahead of time.
- Teenagers should learn about pornography as abusive, exploitive, violent and degrading to both men and women. They should be aware of the links to violence.
- Establish a bailout rule. This rule, followed very successfully by many teenagers and their parents, provides a 24 hour, no-questions-asked moratorium following a bailout call. Teenagers who find themselves in difficulty in a situation where they have been forbidden to be can have the assurance of getting help when they need it. Discussions following a 24 hour cooldown period have a better chance for an open, honest and rational resolution.

DISCLOSURES

The attitudes that are reinforced throughout the study of "My Body, My Rights" provide a permissive atmosphere for student victims to confide in a trusted staff member. For this reason it is critical that the entire staff is involved in an awareness session prior to the teaching of the unit. This awareness session should include an exploration of what sexual assault is; an overview of the unit; a clear understanding of the legalities and responsibilities regarding reporting of suspected assault; and a well established procedure for dealing with disclosures. Many staffs recommend the implementation of awareness sessions for parents as well.

CONCLUSION

By empowering young people to listen to their own feelings, to set limits and be prepared to take responsibility for ensuring their personal and legal rights, teenage students can learn to gain control over their lives.

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THE NORTH YORK BOARD OF EDUCATION

POLICY AND PROCEDURES RE CHILD ABUSE

In compliance with the Child Welfare Act, any employee of the North York Board of Education who has reasonable grounds to suspect that a child has suffered or may be suffering from abuse or neglect must report the suspected abuse to the appropriate Children's Aid Society. Under the Act a "child" is a person under the age of sixteen and "abuse" occurs if a person who has the care or custody of a child causes or allows the child to suffer physical harm, neglect or sexual molestation.

A report of suspected abuse should be made orally by the employee on the day the suspicion arises, preferably after consultation with the principal or vice-principal. Although the responsibility to report is not removed from the employee, the principal or vice-principal may make the report on the employee's behalf.

It is not the responsibility of Board staff to prove that the child has been abused or neglected, or to determine whether the child is in need of protection. Consequently, any personal interview or physical examination of the child should be carried out only in the line of normal daily observations and discussions. Consultation with the school nurse or other support person may be appropriate, but the employee should not contact the child's family or any other person to determine the cause of the suspected abuse or neglect. The principal is expected to inform the parent that a report of suspected abuse has been made to the Children's Aid Society, except in those cases where further harm may result for the child or where, as in the case of within-family sexual abuse, parental knowledge could undermine the investigation.

A Record of Suspected Child Abuse form must be completed for each reported occurrence and filed in the school's Suspected Child Abuse file. When the Children's Aid Society reports the results of its investigation, such results should be recorded on the form by the principal or vice-principal. Reports unsubstantiated after 60 days may be removed from the file after consultation with the Society. If a report is expunged by the Central Registry of Ontario, the comparable report is removed from the school files, on notification by the Children's Aid Society.

If a student transfers to another school in Ontario, the principal or vice-principal must notify the receiving school principal of the existence of any substantiated reports involving the student in the Suspected Child Abuse file and also notify the Children's Aid Society of such communication. The receiving school would obtain pertinent information only through its local Children's Aid Society.

ALL NORTH YORK BOARD OF EDUCATION EMPLOYEES ARE EXPECTED TO BE FAMILIAR WITH CURRENT POLICY AND PROCEDURES REGARDING CHILD ABUSE